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Education in
HONDURAS

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Foreword

WITH THE PUBLICATION of Education in Honduras, the Office of Education is continuing the series of basic studies on education in the American republics which was initiated in 1943. The Office of Education is indebted to Professor M. Weldon Thompson of Lynchburg College, Lynchburg, Va., for the original study which led to the preparation of the present bulletin. Dr. Marjorie C. Johnston of the Office of Education staff in comparative education edited the manuscript and added the programs of study which appear in the appendix. Appreciation is also due the Education Division of the Pan American Union and the Embassy of Honduras for careful readings of the manuscript and valuable suggestions. The map of Honduras is included through the courtesy of the Pan American Union. The photographs of schools were provided by the Secretariat of Public Education in Honduras and the Foreign Operations Administration.

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Part I: Background Information

The Country

THE SPOT where Columbus first set foot on the mainland of the New World is now Honduran soil. On his fourth and last voyage, still searching for a passage to the Indies, Columbus came in August 1502 to the coast of Central America. Upon approaching the cape where the coastline turns south he encountered a violent storm and, when he met calm seas he exclaimed: "Gracias a Dios que hemos salido de estas honduras." "Thanks be to God (which is now the name of the cape) that we have got out of these depths." Thus the deep waters offshore received their name and eventually the land adjoining.

This little country is but slightly known today and its people lead an isolated life in their small communities, having little contact with each other or with their neighbors. Indeed, most publications on the subject of Latin America give little attention to Honduras, and most of the available statistics—particularly those on population, area, and the social system—are subject to serious question as to their accuracy and completeness. Parts of Honduras have never been surveyed and still other regions are practically unexplored.

Honduras is a country of great natural beauty. The climate varies with the altitude, very high temperatures prevailing on the coast. During the rainy season, May to November, heavy precipitation occurs along the Caribbean coast while the central plateaus have moderate but adequate rainfall. With 44,430 square miles of territory and a population of one and a half million (1,505,465 in 1950), the country has a population density index of about 35 per square mile. Among the Central American nations, Honduras stands third in population, being exceeded by her contiguous neighbors Guatemala and El Salvador.

There are few cities of any substantial size in Honduras. The capital, Tegucigalpa, has a population of about 100,000 and is an interesting mixture of the old and new with a modern international airport, on the one hand, and, on the other, narrow, stone-paved streets. The government is now modernizing the center of the city, macadamizing the streets and adapting them to automotive traffic. A few miles to the west of Tegucigalpa is the beautiful old capital of Comayagua (population approximately

5,200), which is said to be perhaps the best preserved of the Spanish colonial cities of Latin America. San Pedro Sula, in the northwestern corner of the nation, has the second largest population, about 55,000. There is only one Pacific port, the little town of Amapala (population 3,000), located on Tigre Island in the Gulf of Fonseca, which Honduras shares with El Salvador and Nicaragua. Along the 400-mile Caribbean shoreline are a number of port cities. Puerto Cortés (12,000) is the most important, although La Ceiba (21,000) and Tela (16,000) have larger populations. Trujillo (3,000) located just south of the Islas de la Bahía, where Columbus first landed, is one of the oldest towns in the New World, having been established in 1524.

Historical and Political Development

The first settlement by the Spaniards was in 1524; and in 1525 Cortés himself came to Honduras and spent a year exploring and collecting gold. The region was found to be fairly rich in easily accessible mines, but these did not produce to the extent the Spaniards had anticipated. While many ambitious colonists moved on to more lucrative territories, the men who elected to remain in Honduras established numerous pleasant towns. Outstanding among them are Comayagua, which became the first seat of government, and Tegucigalpa, already named by the Indians for its "silver hills," which eventually became the national capital. Although, as in all the territories conquered by the Spaniards, the burden of toil was borne largely by the Indians and in the processes of subjugation and resistance many Indians were killed, it nonetheless appears that Indians were treated less harshly in Honduras than in most other parts of Latin America. This may be because the country was not exploited as thoroughly or systematically as were some other regions.

With the rest of Central America, Honduras achieved independence from Spain in 1821 and became a part of the Empire of Mexico; in 1823 the Central American countries formed the Central American Federation. The principal architect of that union and one of the most dashing heroes of Central American history was a Honduran, Francisco Morazán. Morazán served as president of the Federation and was three times president of Honduras. Today Morazán's plumed, booted, and spurred figure dominates the plaza and park bearing his name in the heart of Tegucigalpa. The Federation did not hold, however, and one by one the five member states seceded, each to become an independent nation by 1838. These little countries have been torn by strife ever since, with border disputes both common and persistent, some of which remain unsettled today.

Honduras, more than any other state, has worked for reestablishment of the Central American Federation, and several times it has seemed as though that end might be achieved. In 1872 a union was actually formed, but be-

fore the pact could be ratified war broke out between Honduras and El Salvador. Again in 1898 a constitution was drawn up and plans made for the election of a president, but a revolution in El Salvador caused that state's withdrawal and the other states did not wish to proceed without her. Late in 1951 the Honduran Congress ratified the San Salvador Charter creating the organization of Central American States, which it is hoped will result in closer cooperation between the Central American nations.

In the meantime, Honduras has carried on as an independent nation but with little tranquility until very recent years. Fourteen constitutions have been written, although three of these were never put into effect. From 1824 to 1924 the Honduran executive office changed hands over one hundred times. Prior to 1924 presidential elections were often more in the nature of coups d'état than elections. Few presidents achieved the office peacefully, and only 13 of the 116 Honduran presidents have held office for 4 years or more. Most of the early administrations were stormy ones, contributing little to the growth of a responsible and stable government. President Marco Aurelio Soto (1880-83) was an exception to the pattern. He introduced many reforms of a high order and is credited with being one of the ablest Honduran presidents.

Since 1924 only five men have held office: Miguel Paz Baraona, Vicente Mejía Colindres, Tiburcio Carías Andino, Juan Manuel Gálvez, and Julio Lozano Díaz. Paz Baraona's administration, beginning in 1925, marks the real beginning of stable government in Honduras. It was characterized by good feeling, individual freedom, and material progress. President Paz Baraona repeatedly stated his intention to give up the executive office at the end of his term and to insure a fair election for his successor. The hard-fought campaign of 1928 resulted in the election of Dr. Vicente Mejía Colindres over Dr. Tiburcio Carías Andino. When Dr. Carías promptly and publicly accepted the defeat, he was the first president to do so after having been beaten fairly. Dr. Mejía Colindres tried to continue the democratic government of his predecessor, but achieved little, due largely to a hostile Congress.

In 1932 General Carías ran for office again and was elected to the presidency by a clear majority in the freest election Honduras had seen. President Carías, through special legislation, remained in office until January 1, 1949, when he was succeeded by Juan Manuel Gálvez. Gálvez pushed vigorously the much needed programs for public roads and schools, and in numerous ways gave leadership to economic development. The National Central Bank and the National Bank for Development were founded under his leadership. Dr. Gálvez is said to be the first president of Honduras to visit by car, airplane, jeep, or mule all parts of the country. Although he used the office in the Presidential Palace, he did not reside there; he had no personal guards and walked freely in the streets of Tegucigalpa and the other cities he visited.

The present constitution of Honduras, in force since 1936, provides for the direct election of a president who cannot succeed himself, a one-house legislature, chosen for 6 years by popular vote in the ratio of one deputy per 25,000 inhabitants, and a judicial system headed by a Supreme Court. The country is divided into 17 departments and 1 territory. Each department has governmental bodies to carry out the various functions of administration. In the October 1954 elections, Dr. Ramón Villeda of the Liberal Party received the largest number of votes for the office of President but lacked the majority required by the Constitution for election. In December the National Congress was to choose the President, but since a quorum was not present a government *de facto* was installed with Don Julio Lozano Díaz, the former Vice-President of the country, as the new Chief of State. The three political parties gave their support to the new government and a Five-Year Plan of social and economic development has been announced.

Geographical Factors

Of perhaps greater significance than historical events for an understanding of Honduran culture today are the geographical features of the country. Honduras occupies a pivotal position in Central America and is the only Central American country with a common boundary with three of the other four. This central location of Honduras has tended to involve it in the many disputes of its neighbors and offers a partial explanation of its political turmoil over the past century. Of paramount significance is the terrain. Honduras is the most mountainous area in Central America, four-fifths of its total territory being mountain country. Nor are these mountains in clean ranges extending consistently in a north-south or east-west direction, but instead, there are profuse, broken-up mountain formations separated by numerous incredibly steep little valleys. Passes are few, tortuous, and high, and interior valleys are generally connected to outside centers only by mule or foot trail. These geographical factors have made communications difficult and costly.

Except for the narrow Caribbean coastal strip, the country is almost uniformly above 1,000 feet in altitude with western peaks often reaching over 10,000 feet. Historically and traditionally the interior of the country has been the most densely populated and the most powerful politically, due to favorable climate, fertile soil, sufficient rainfall, and abundant mineral and forest resources. The altitude at Tegucigalpa is 3,200 feet, and nearly half the cities of Honduras are situated in the *tierra templada* at elevations of from 3,000 to 7,000 feet. Only in the last few decades have the rich soils of the tropical north coast been developed by the great foreign banana enterprises, causing some population shifts.

Economic Factors

Honduras is the most heavily mineralized Central American country and is also rich in timber and fertile land, although the terrain hampers the exploitation of these resources. The Rosario mines, for example, about 20 miles from Tegucigalpa and originally discovered by the Spaniards, have yielded some two million dollars of silver annually. Until they were closed in 1954 the ore was brought down a steep mountain trail by mule-back and supplies were taken up the same way. Gold and silver have usually represented about a fourth of the total annual exports.

In large measure, however, Honduras is an agricultural country, predominantly of small land holders. The majority of the people of Honduras constitute a landed peasantry, the ownership of land acting as a cohesive tie which fosters a healthy nationalism. The economic system of Honduras thus assures relative freedom from want, but little more. Corn is the staple food crop. The agricultural products of the country available for export are bananas, coconuts, coffee, rice, sugar, mahogany and other hardwoods, pine, and cedar. Exports of valuable woods have greatly diminished in recent years because the readily accessible timber has been cut.

The outstanding export of Honduras is bananas. Produced in enormous quantities on the north coast, they represent nearly three-fourths of the annual export crop. The north coast is almost a world within a world. For many years the United Fruit Co. has dominated the economic life and to a large extent the culture of this area. Since for the most part the Indians and mestizos of Honduras will not work in the intense heat and humidity of the banana plantations, the fruit companies have brought into the region large number of Negroes from British Honduras and Jamaica. These Negroes have mingled freely with other racial stocks so that the region has almost no color distinction. Although it is probable that most Hondurans have never seen the banana country, a large part of the national income is derived from this source.

The production of coffee in export quantities has increased in recent years. Coffee growing is almost entirely in the hands of small farmers in contrast to the great plantations of other Latin American countries. Rubber trees have been planted in great numbers in the jungles of central Honduras and these may, in time, become important in the economy of the country. Other new products now being grown in Honduras are henequen, used for binder twine; kapok; and abaca, used for cordage, formerly available only from the Philippines.

The great economic need of Honduras is for improved communication facilities. Railroads are nonexistent except in the north coast banana region where there is a total track length of about 900 miles, owned mostly by the fruit companies. Highways, even those for pack mules and ox-carts, are entirely inadequate. The problem of creating such facilities is

severe in view of the jungle terrain in the north and the profuse mountain formation in the interior. Despite the difficulties, Honduras has been making strenuous efforts in recent years to build communication systems. In his message to Congress in 1947 President Cárías noted that during his administration, which began in 1933, 500 miles had been added to the highways and 126 new bridges had been constructed. In 1944 a 40-mile road was completed which made possible, for the first time, overland transportation between Tegucigalpa and San Pedro Sula, the principal commercial center of the republic. According to the 1954 South American Handbook, Honduras has a total of 1,400 miles of highways, of which about 700 miles are passable all year.

In view of the primitive stage of highway and railway development in Honduras, the extent of air transportation in that country is truly astonishing to North Americans who are accustomed to an evolutionary pattern of transportation—from mule to oxcart to motor vehicle to aircraft. As Doris Stone puts it, "Honduras is a country that has skipped a century, the century of the railroad, and has arrived at the age of the airplane and highroad."¹ Air transportation is commonplace in Honduras for both passengers and freight from the busy international airport at Tegucigalpa and the 75 or more local landing fields in the country. Fares and rates are low, distances are short, and planes are treated as casually as buses. Pan American Airways includes Tegucigalpa in its regular service to points in North and South America. Transportes Aéreos Centro-Americanos (TACA) covers Central America, and Servicio Aéreo Hondureña, Sociedad Anónima, commonly known as SAHSA, operates frequent flights between the several Honduran cities and towns. TAN Airlines (Transportes Aéreos Nacionales), a Honduran-owned company, serves Tegucigalpa and San Pedro Sula in Honduras and provides regular flights to Miami, Havana, Managua, San Salvador, Guayaquil, and Lima. These lines transport many thousands of passengers and millions of pounds of air freight each year and many of the Honduran airfields are being improved to handle larger aircraft.

Sociological Factors in Honduran Development

Unlike many Latin American countries, there seems to be little evidence of any serious culture conflicts in Honduras. The cultural differences that do exist are largely brought about by the strong sectionalism resulting from the isolation of communities by reason of the great mountain barriers and the lack of communication and transportation between them. The airplane, the radio, and the rapid increase in road building will do much to offset these conditions. Racially, Honduras is far more homogeneous than is the United States. *Mestizos*, persons of mixed Indian and Spanish

¹ Stone, Doris, Roads to the Future. United Nations World, 5:48-49, September 1951.

blood, form about 90 percent of the total population and predominate in all but 2 of the 17 departments.² Only in Intibucá are the Indians in the majority, making up 60 percent of the inhabitants of that department (which is 30 percent of all the Indians in the republic). The smallest department, Islas de la Bahía, has a slight majority of Negroes, most of the others in that department being white.

Neither is there an urban-rural culture conflict. Unlike many of the other American republics, Honduras is fairly uniform in its population spread. In 1950, the population was classified as 69 percent rural and 31 percent urban. There are few problems of landed gentry versus the landless.

In religion, Honduras is classified as a Roman Catholic country, but under the Constitution religious freedom is guaranteed for all creeds. The separation of church and state occurred in 1880, and since then the influence of the church has greatly declined. The church pays no taxes on its property, but neither does it receive any government support. The law bars from teaching posts the clergy or employees of any religious organization.

Honduras is officially a Spanish-speaking country and that is the language spoken by the majority. In the dense jungles of the vast Mosquitia territory southeast of Trujillo there are Indian tribes speaking their own languages, without knowledge of Spanish, and the same is true in isolated portions of a few other departments. In the small department of Islas de la Bahía, settled by English buccaneers, English is the common language, and in the northern banana country English is the spoken language of most of the Negro population.

² Atlántica, Colón, Comayagua, Copán, Cortés, Choluteca, El Paraíso, Francisco Morazán, Intibucá, Islas de la Bahía, La Paz, Lempira, Ocotepeque, Olancho, Santa Bárbara, Valle, Yoro.

Part II: Education

The School System

Public education in Honduras is organized and controlled by the State. According to Article 60 of the 1936 Constitution, freedom of instruction is guaranteed. Teaching maintained by public funds shall be laical, and primary instruction shall be free, compulsory, and subsidized by the State. Government subsidies for religious instruction are prohibited.

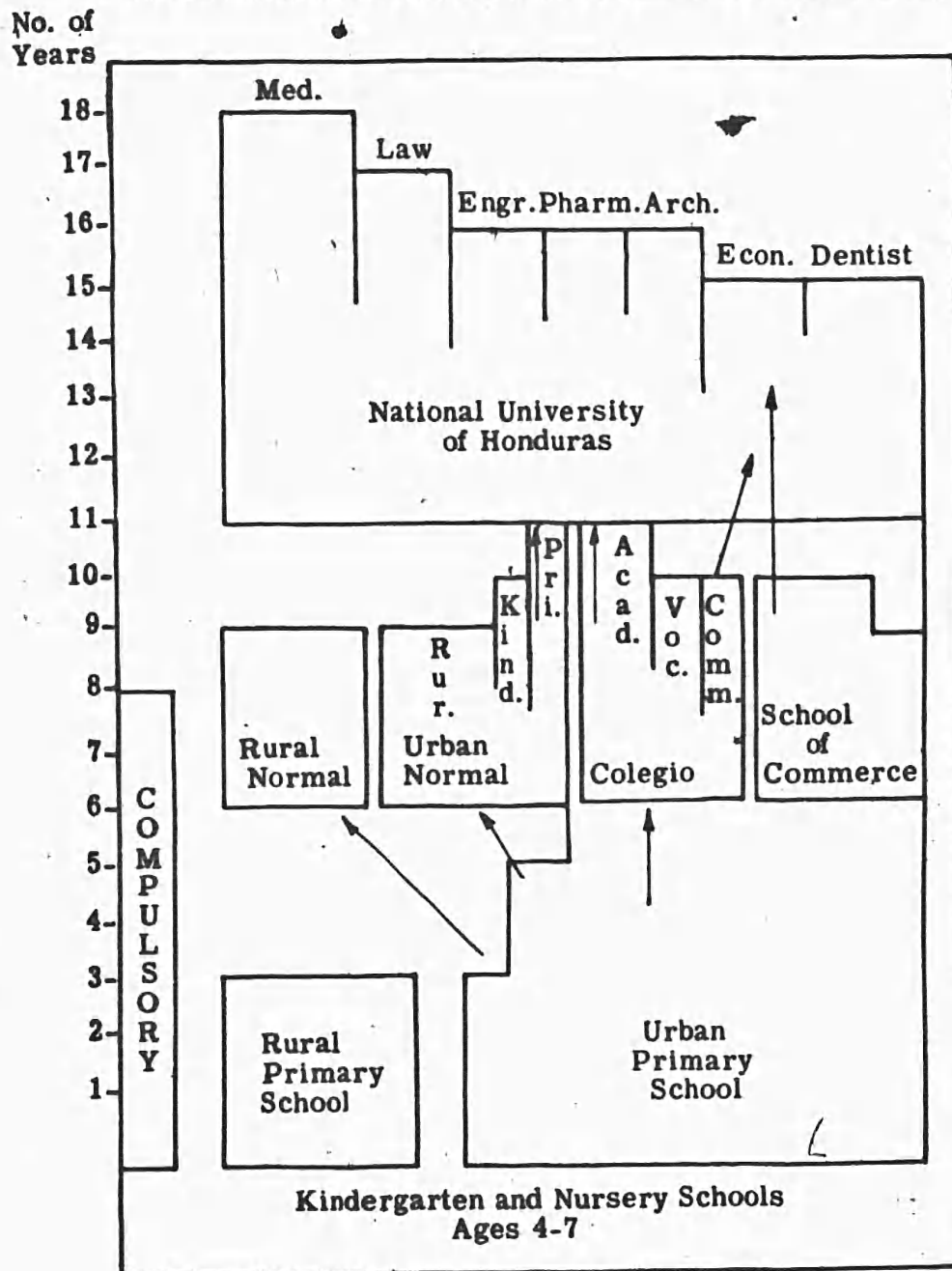
Honduran education is under the general direction of the Secretary of Public Education, who is appointed by the president. The Secretary is aided by the Higher Council of Education, which includes three members appointed by the president, and the rector, vice-rector, and deans of the University of Honduras, except that agricultural and industrial education are supervised by other governmental representatives. There is also a National Council of Education, composed of an inspector-general and other appointees of the national government, which carries the major supervisory responsibilities for the schools. The administrative departments of the Secretariat are Primary Education, Secondary Education, Physical Education, and School Statistics. The Primary Education department includes pre-school and adult education and an Inspector General for rural education. Each of the 17 departments has a director of education, who is responsible for carrying out the regulations issued at the national level. The highly centralized character of this organization is described by a teacher in one of the normal schools as follows:

From the Ministry of Education down to the local authorities there is a chain which provides that everything move uniformly and that each lower authority submit to the next higher authority a detailed report at the close of each fiscal year in June and at the close of each school year in February.³

The general pattern of educational opportunity in Honduras is set forth in the chart on page 9.

³ Galindo y Galindo, Bernardo. "Honduras," in *Educational Yearbook of the International Institute of Teachers College, Columbia University*, 1942, I. L. Kandel, editor. New York, Bureau of Publications, Teachers College, Columbia University, p. 252.

THE NATIONAL EDUCATION SYSTEM OF HONDURAS



Elementary Education

Primary education is shown on the chart as a 2- or 3-year course in the rural school, but as a 5- or 6-year course in urban centers. The 6-year primary school is more in the nature of a goal than an accomplished fact, but this is expected to become the prevailing pattern.

In conformity with the constitution, primary education is compulsory

between the ages of 7 and 15, and nursery schools and kindergarten are required in each departmental capital for the optional attendance of children from the age of 4 onwards. Most schools are public, but private schools are permitted provided they conform to the minimum standards which have been established for public schools. The school year is April 1-December 31.

Even though primary education is compulsory, not all children of school age are in school. Children suffering from chronic disability are exempt from compulsory education provisions, as are children living more than 3 kilometers from the nearest school, and many children in Honduras are in one of these categories. It seems probable that of the number of children considered in Honduras to be of school age, little more than half are in school. In 1953, the number of school-age children was 220,438, while the total enrollment in primary schools was 117,292. In reporting to the 1950 UNESCO Conference the reasons for the small proportion of school-age children actually in attendance, the Secretary of Education cited the distance between home and school as the main factor. The Secretary further pointed out that adverse economic and financial conditions prevented sufficient funds being devoted to education to build a complete school system. There is a serious shortage of school buildings and of teachers, especially in the rural areas. Carlson suggests that reasons other than economic should be assigned in explanation of the low percentage of children in school:

Among the rank and file of folk there has never been a thirst for knowledge or a deep desire to attend school or to send their children to school. . . . Many efforts have been made to establish and promote elementary schools for the masses, and they are becoming increasingly successful despite the cost and other difficulties, and notwithstanding the general disinterestedness of the common people in education.

The governments have established schools and in some cases require children to attend. But the people themselves have not clamored for educational opportunity.⁴

This situation, however, is showing improvement. During the 1950-51 school year, 50 new primary schools were built and 83 others were under construction. According to the *Annuaire International de L'Education* for 1954, Honduras had 2,262 primary schools in operation, 440 urban and 1,822 rural.⁵

Education in rural areas is now being promoted through 6 nucleos, or central schools, comprising with their sectional schools a total of 23 rural

⁴ Carlson, Fred A. *The Geography of Latin America*. New York, Prentice Hall, 1946. p. 26-28.

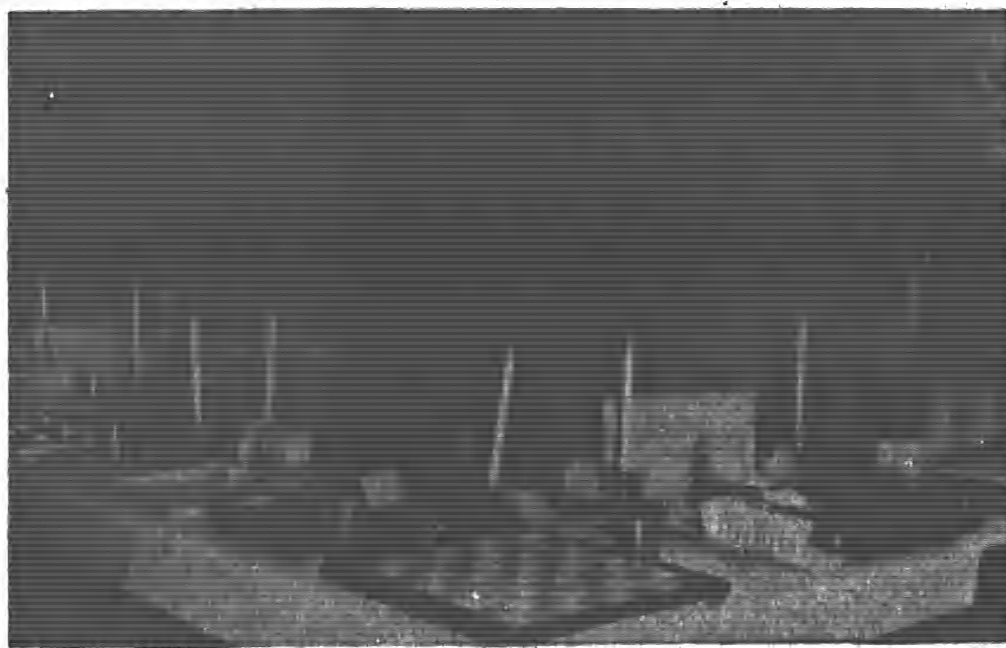
⁵ *Annuaire International de L'Education* 1954. UNESCO, Paris; Bureau International D'Education, Genève. p. 207, 208.

schools. These have been designated by the Secretariat of Public Education as demonstration projects for the in-service training of rural teachers, the production of instructional materials, and modifications of curriculum. Emphasis is given to education for home life, practical agriculture, physical education and recreation, applied crafts, and a more functional teaching of the three R's. The most promising teachers from the nucleos are selected each year for study in the United States and for attendance at summer schools held under the auspices of the Servicio Cooperativo Interamericano de Educación.

Secondary Education

Secondary education in Honduras is administered by the Department of Secondary Education in the Secretariat of Public Education. It is not free or compulsory, and public, private, and semiprivate secondary schools exist side by side. The academic type courses are offered in institutes or colegios, which, in general, have a section for the training of primary teachers, a section offering studies toward the baccalaureate, and a section for commercial studies. Prior to 1951 there was no basic course common to the different sections, although plans for a basic cultural cycle of 3 years were proposed. This is now partly in effect, since urban normal schools run parallel to the secondary schools in the first 3 years, and then give 2 further years of professional training.

Admission to secondary schools or normal schools requires completion of the 6-year primary course, or an entrance examination. Students are marked on a scale of 1 to 5, with 3 passing, and final examinations are



MATERIALS MADE BY ELEMENTARY TEACHERS

relatively very important. The academic course, in the colegio, provides a single curriculum of 5 years leading to the certificate of Bachelor in Science and Letters (see table 1), which admits the student to the various schools of the University of Honduras.

Commercial courses are offered at the Escuela de Comercio, the Instituto Central de Varones, Instituto San Francisco, Instituto San Miguel, and others. These courses are from 2 to 4 years' duration, with the 4-year course leading to admission to the Faculty of Economics of the National University. The course is soon to be extended to 5 years. Similar commercial courses are available at the colegios in departments other than Tegucigalpa, and in a number of private schools. The Instituto Central de Varones is the official school of business. It has 2 sections, the general course (bachillerato) and the business course. The commercial certificate granted is Perito Mercantil y Contador Público (Business Expert and Public Accountant). (See table 2.)

The urban normal school is the accepted institution for primary teacher education. There are three courses: the 3-year program leading to the diploma of Rural School Teacher, the 4-year kindergarten course for the Kindergarten Teacher Diploma, and the 5-year course leading to the diploma of Primary School Teacher, which qualifies the holder to teach in any primary school in the Nation. (See table 3.) In addition to the requirement already cited of 6 years of primary schooling or an entrance examination, there is a minimum age requirement of 14 years for admission to the normal school. Candidates for entrance to the normal school must also have teaching ability and be in good health; in addition, they must never have been condemned in court or expelled from school. Tuition is free in the state normal schools.

The first rural normal school was opened for boys in 1946 and is located in El Edén, near Comayagua. In 1951 a rural normal school for girls was opened at Villa Ahumada near Danlí in the Department of El Paraíso. All the students at these schools (in 1953-54, 104 boys and 96 girls) obtain government scholarships. The 3-year course, though brief, is rigorous. (See table 4.) A 10-month school year is divided into two 5-month semesters, with a month's vacation between each semester. Students rise at 5, retire at 9, and have a study program of 46 hours a week. These normal schools are products of a cooperative agreement between the governments of Honduras and the United States^a and operate under the direction of the Servicio Cooperativo Interamericano de Educación, known popularly as SCIDE. Both normal schools have well equipped practice schools.

Another interesting normal school development occurred also in 1946.

^a EDUCATION Cooperative Program in Honduras, Agreement between the United States of America and Honduras, Signed at Tegucigalpa April 24, 1951. Treaties and Other International Acts Series 2333, Department of State Publication 4439. Washington, U. S. Government Printing Office, 1952.



DEMONSTRATION CLASS AT SUMMER SCHOOL FOR RURAL TEACHERS

A group of parents in Puerto Cortés organized themselves into a legal entity and founded a coeducational normal school in that city. The school, called Franklin D. Roosevelt, offers liberal arts and commercial courses in addition to teacher education. Support of the new school, control of which is vested in a private board, is by voluntary contribution. The school issues graduation certificates qualifying the recipients to teach in urban primary schools.

The UNESCO *International Yearbook for 1952* gives the following analysis of the number of students receiving secondary education for the session 1951-52:

Urban teacher-training establishments.....	1,681
Rural teacher-training establishments.....	156
Secondary academic courses.....	1,090
Commercial courses.....	2,774
Secretarial courses.....	305
Total in secondary education.....	6,006

By 1953 this number had increased to 6,847. Secondary schools and normal schools are not necessarily separate physical plants but rather, in some cases, colegios with normal departments or normal schools with colegio departments. In 1953 the 32 secondary and normal schools were manned by 883 teachers.

Higher Education

The capstone of the public education system of Honduras is the National University of Honduras located until 1952 in Tegucigalpa, but now in a new University City in Comayagüela. This University is over 100 years old,

having been established in 1847. It is supported by the National Government and student fees. Entrance is based upon completion of the 5-year secondary or urban normal course. Until recently there were 4 standard courses: the 3-year Doctor of Pharmacy course; the 5-year courses preparing Engineers and Licentiates in Law; and the 7-year course for Physicians and Surgeons. The programs now, however, are somewhat expanded and include three additional courses, Dentistry, Economics, and Architecture. (See tables 5-11.) The enrollment of the University was reported in 1951-52 to be 894, including 77 in nursing.

The Higher Normal School (Escuela Normal Superior), organized in 1951, offers training for teachers in secondary, normal, and special schools. Professional training for secondary school teachers is also available through scholarships, which permit 12 candidates for secondary teaching to study abroad, and through summer courses organized by the Secretariat of Public Education.

Vocational Education

Although an intellectualist attitude in education still lingers, more and more attention is being given to vocational training. A number of specialized schools are under the control of the Ministry of Development, the largest being the National School of Arts and Trades in Comayagüela. With the purpose of training skilled workers, this school offers a 4-year course in Mechanics and Electricity, a 4-year course in Metal Work and Foundry, and a 3-year course in Carpentry. For admission, students must be between the ages of 14 and 18 years, must have completed 5 years of



SCIDE TEACHER-TRAINING PROGRAM AT VILLA AHUMADA



NATIONAL SCHOOL OF FINE ARTS

elementary education, and must have good health and conduct records. (See table 12.)

The Escuela Técnica Textil Industrial, also in Comayagüela, grants the certificates of Cotton Technician, 2-year course; Master of Spinning and Weaving, 3-year course; and Textile Technician, 4-year course. The Escuela Nacional de Aviación at Toncontín, near Tegucigalpa, offers 2-year courses in flying and aviation mechanics. An Agricultural School at Catacamas provides a 3-year course in vocational agriculture. (See table 13.) Under the Dirección General de Comunicaciones, the Escuela Nacional de Radio gives boys training in radio, 3 years, and telegraphy, 2 years.

Other Educational Provisions

Several educational efforts of the Honduran government outside the public-school system are worthy of note. One of these is the National School of Fine Arts in Comayagüela. This institution enrolls about 80 students a year from all social classes for instruction in painting, sculpture, wood carving, and ceramics. No tuition is charged and no scholastic regimentation is imposed. For admission, students must be 12 years of age, have 6 years of elementary education, and show artistic aptitude. A similar institution for music study was established in 1952.

A unique educational effort is the boys' school in the Central Penitentiary at Tegucigalpa. The school started as a small reform project, but by 1947 had an enrollment of more than 400 boys, most of whom had no police records at all. The school has an exceptional program of vocational rehabilitation and offers regular academic classes through the secondary school. Manual arts instruction is given in such fields as weaving, basketry, shoemaking, tailoring, silver work, and machine shop work.

A national literacy campaign was approved by President Carias in 1945. This was an attempt to teach reading and writing directly to all Hondurans over the age of 15. A Literacy Commission composed of government officials and private individuals was set up in each of the 17 departments to direct the effort. Teaching personnel were drawn from among primary school teachers, students' associations, various civic organizations, and from individuals who volunteered for the service. When certified by one of the teachers, students are given an examination by the local commission and upon passing it are granted a literacy certificate. In a message delivered in December 1947, referring to the literacy campaign, the President said that during the first year of the plan's operation 20,000 Hondurans learned to read and write. Efforts to improve literacy were vigorously expanded during the administration of President Gálvez, but even so in 1953 it was estimated that 63 percent of the population 10 years of age and older were functionally illiterate.

A National Center for Fundamental Education, which includes literacy work, has now been established by the Secretariat of Public Education at Cedros, a location chosen after careful investigation of the geographical characteristics and the natural, economic, and social resources of the region. Teachers trained in the Cedros center will be assigned during school year 1956 in the underdeveloped areas of the nation to promote the basic education needed by Hondurans to improve their standard of living. The center will utilize the technical services of a group of Honduran teachers who studied at CREFAL (Centro Regional de Educación Fundamental para La



AGRICULTURAL SCHOOL AT CATACAMAS

America Latina), the training program sponsored in Pátzcuaro, Mexico, under the auspices of UNESCO, the Organization of American States, and the Government of Mexico.

Although private schools are not common in Honduras, they appear to be making significant contributions. Outstanding among these is the Pan-American School of Agriculture at El Zamorano, about 20 miles from Tegucigalpa. Located on a 3,400-acre tract, the school was established by the United Fruit Company in 1943 at an initial cost of over \$800,000, and a reported annual expenditure of about \$1,400 per student since that time. Here some 160 carefully selected boys from the American nations are given, entirely without cost to the students, a 3-year course in scientific agriculture. No credits are given, and no degrees are awarded, but the demand for the school's graduates is very great.

Requests for entrance, too, far exceed the capacity of the school, so that candidates are screened rigorously. One year, for example, there were over 100 applications from El Salvador for the 6 openings allotted to that country. According to the director of the school, Dr. Wilson Popenoe, the school is "not looking just for farmers, but for leaders—men who will carry to their own communities the gospel of better farming and higher educational standards." Graduates of the school are encouraged to return to their own communities to assume positions of leadership in agriculture. Many graduates are offered positions as agents for agricultural machinery concerns and similar commercial positions, but they are discouraged by the school from accepting such openings. Also, by policy, they are not offered positions with the United Fruit Co.

Another unusual educational endeavor is the Escuela del Malcotal, an agricultural school located in a rugged and beautiful but inaccessible part of Honduras. This school was founded in 1922 by a North American engineer, Harold I. Brosius, who headed it until his death in 1949. Malcotal may be reached only by mule-train, but it regularly enrolled more than 100 boys, about two-thirds without cost to themselves or their families, until its main buildings were destroyed by fire in 1950, causing the enrollment to drop to 15 boys. An unusual feature of the school is that all instruction is in English. It is reported that boys who enter the school knowing no English are able to use standard American textbooks within 18 months. Malcotal graduates are now to be found in many important positions in Honduras.

The American School of Tegucigalpa, established in 1946, offers the advantages of bilingual and bicultural education. It is coeducational and nonsectarian and extends from kindergarten through the eleventh grade. All classes are taught in English by United States teachers with the exception of Spanish subjects which are taught by Honduran teachers. In the elementary division, 6 grades, the Spanish classes fulfill requirements of the Honduran public-school system, and upon finishing the sixth year the

Programs of Study

Table 1. Program of Studies for Secondary Schools

Subjects	Hours a week per school year				
	I	II	III	IV	V
Spanish	5	5	5	4	4
English	3	3	3	3	3
French			3	3	3
Latin				3	3
Mathematics	5	5	4	4	4
Social Studies	5	5	4	4	4
Natural Sciences	4	4	3	2	
Physics				3	3
Biology				2	3
Chemistry				3	3
Philosophy				3	3
Morals and Manners	1				
Plastic Arts	2	2	2	2	2
Music	2	2	2	2	2
Penmanship	1	1			
Manual Arts (Boys); Education for the Home (Girls)	3	3	3	2	
Physical Education	3	3	2	2	2
Total	34	33	31	42	39
Electives:					
Sports	2	2	2	2	2
Choral music		1	1		

pupils may continue their studies in any secondary school in Honduras if they choose. The high-school division plans the addition of the twelfth grade in 1956, after which application will be made for accreditation by the Southern Association of Colleges and Secondary Schools. The Bi-annual Report of the school, dated February 1955, showed an enrollment of 216 pupils. Of this number 124 were Honduran, 79 were children of United States citizens residing in Tegucigalpa, and the remainder were distributed among six other nationalities.

In summary, Honduran education is serving well below 50 percent of the children and youth of the country, but the nation is making a sincere effort to provide education for its people. The educational code states that "an educational system must reflect the life of its time, that education must be a continuing, ever-changing process in the ever-changing course of history." It stresses the inevitable relationship between constructive



SCHOOL CONSTRUCTION WORK AT ESCUELA GRANJA, DEPARTMENT OF OLANCHO

education and democratic living, and seeks to make this effective by practical instruction with the purpose of fitting the child into his environment. With the many new schools recently established for both adults and children, education has progressed so that it is now within reach of the masses. The budget for public instruction was raised in 1953-54 to 5,442,350 lempiras, an increase of 2,030,404 lempiras over the preceding year.⁷

In view of the increased budget and improved facilities for teacher education which are being provided, the greatly expanding system of roads and highways making many communities accessible for the first time, the relatively stable political situation which has prevailed since 1936, and the improving economic conditions of the country, there is real promise that in a few decades the Honduran educational system may take its place with the progressive educational systems of other nations.

⁷ Lempira, now used to designate the national monetary unit, is the name of the heroic Indian chief who fought the early Spanish conquerors. The lempira is valued at 50 cents, U. S. currency.

Table 2. Course of Study for Business Expert and Public Accountant, 4-Year Commercial Course

Subject, by year	Hours per week	Subject, by year	Hours per week
<i>First Year</i>		<i>Third Year</i>	
Spanish Grammar	5	Spanish Grammar	5
Practical Arithmetic	6	Commercial Arithmetic	4
English	3	General Statistics	3
Social Studies (Geography and History of Honduras)	6	English	3
Bookkeeping (Fundamentals)	6	Bookkeeping	6
Penmanship	3	Marketing	4
Shorthand	2	Finance Laws	4
Typing	3	Commercial Correspondence and Documents	3
Physical Education	3	Office Practice	3
Sports	1	Physical Education	3
Total	38	Sports	1
		Total	39
<i>Second Year</i>		<i>Fourth Year</i>	
Spanish Grammar	5	Spanish Grammar	4
English	3	English	3
Commercial Arithmetic	6	Fiscal and Municipal Accounting	5
Practical Bookkeeping	6	Mercantile Law and Commercial Policies	5
Commercial Geography	4	Principles of Political Economics	3
Algebra	3	Finance	3
Chemistry	4	Applied Statistics	3
Shorthand	2	Merchandise Appraisement	5
Physical Education	3	Office Practice	3
Sports	1	Physical Education	3
Total	37	Military Training	1
		Sports	1
		Total	39

Table 3. Program of Studies of Urban Normal Education

Subjects	Hours per week, per school year				
	I	II	III	IV	V
Spanish	5	5	5	4	.....
English	3	3	3	2	.....
Mathematics:					
Practical Arithmetic	5	5			.....
Algebra			4		.....
Geometry				3	.....
Social Studies:					
Geography and History of Honduras, History of the Americas and Civics	5	5			.....
Geography of Europe, History of Honduras and Central America, World History—Modern and Contemporary, Civics			4		.....
Geography of Africa and Asia, World History—Medieval and Ancient, Civics				3	.....
World History, History of Honduras, International Problems, Civics					3
Natural Sciences:					
Botany, Zoology, and Hygiene	4	4	3		.....
Geology and Mineralogy			2		.....
General Biology				2	.....
Drawing and Modeling	2	2	2	2	2
Penmanship	1	1			.....
Music	2	2	2	2	2
Manual Arts (Boys), Education for the Home (Girls)	3	3	3	2	2
Agriculture (Boys)	2	2			.....
Physical Education	3	3	2	2	2
Morals and Manners	1				.....
Physics:					
Mechanics, Hydrostatics, and Heat			2		.....
Optics, Acoustics, Magnetism and Electricity				2	.....
Mineral Chemistry			2		.....
Organic Chemistry				2	.....
General Psychology			3		.....
Principles of Education			3		.....
Introduction to Philosophy				2	.....
Educational Psychology				3	.....
Teaching Techniques and Instructional Materials				6	.....
School Organization and Administration				3	3
Educational Biology					3
Educational Sociology					2
School Hygiene					2
Practice Teaching					16
History and Philosophy of Education					3
Total	36	35	40	40	40
Electives:	2	2	1	1	1
Sports .....					.....
Choral Music .....					.....
Instrumental Music .....					.....

Table 4. Rural Normal School Curriculum

Subjects	Hours per week		Subjects	Hours per week	
	Boys	Girls		Boys	Girls
<i>First Year</i>			<i>Second Year—Continued</i>		
Spanish.....	3	3	Education for the Home.....		8
Mathematics.....	3	3	Principles of Education.....	2	2
Social Studies.....	3	3	Child Psychology.....	3	3
Natural and Physical Sciences.....	4	4	School Hygiene.....	2	2
Drawing.....	2	2	Physical Education.....	2	2
Music.....	2	2			
Industrial Arts.....	3		Total.....	44	44
Agriculture, Livestock and Rural Industries.....	17	12			
Education for the Home.....		8	<i>Third Year</i>		
Sanitary Education and Emergency Treatment.....	3	3	Spanish.....	3	3
Physical Education.....	2	2	Mathematics.....	3	3
Total.....	42	42	Social Studies.....	3	3
<i>Second Year</i>			Drawing.....	1	1
Spanish.....	3	3	Music.....	2	2
Mathematics.....	3	3	Industrial Arts.....	2	
Social Studies.....	3	3	Agriculture, Livestock and Rural Industries.....	17	12
Natural and Physical Sciences.....	4	4	Education for the Home.....		7
Drawing.....	2	2	Teaching and Preparation of Didactic Material.....	8	8
Music.....	2	2	School Administration.....	2	2
Industrial Arts.....	3		Physical Education.....	2	2
Agriculture, Livestock and Rural Industries.....	15	10	Total.....	43	43

Table 5. Faculty of Juridical and Social Sciences,Course of study leading to the degree of *Licenciado* in Juridical and Social Sciences ¹

Subject, by year	Hours per week	Subject, by year	Hours per week
<i>First Year</i>		<i>Fourth Year</i>	
General Philosophy	5	Administrative Law I	5
Roman Law	5	Civil Procedure II	5
Introduction to Law	5	Civil Law II (Contracts and Notarial Law)	5
Sociology	5	Commercial Law II	5
Civil Law (Family and Civil Registry)	5	Public International Law	5
		Notarial Practice	5
<i>Second Year</i>		<i>Fifth Year</i>	
History of Honduran Law	5	Administrative Law	5
Economic Science	5	Notarial Theory and Practice I	5
Applied General Statistics	5	Criminal Proceedings and Military Legislation	5
Criminology	5	Private International Law	5
Civil Law (Successions)	5	Notarial Practice	5
<i>Third Year</i>		<i>Sixth Year</i>	
Theory of Government and Constitutional Law	5	Philosophy of Law	5
Civil Procedure I	5	Legal Medicine and Medical Jurisprudence	5
Penal Law	5	Notarial Theory and Practice II	5
Commercial Law I	5	Diplomatic and Consular Law	5
Civil Law I (Contracts and Notarial Law)	5	Social Legislation	5
Notarial Practice	5		

¹ For the degree of Doctor in Juridical and Social Sciences the candidate must complete the following courses beyond the degree of *Licenciado*: Comparative Law, History of Economic Laws, Spanish and American Literature, and History of Philosophy (5 hours per week each).

Table 6. Faculty of Medicine and Surgery

Course of study leading to the degree of Doctor in Medicine and Surgery

Subject, by year	Hours per week		Subject, by year	Hours per week	
	Theory	Practice		Theory	Practice
<i>First Year</i>			<i>Fifth Year</i>		
Anatomy.....	6		Hygiene and Preventive Medicine	3	
Biology.....	3		Obstetrics.....		3
Medical Physics.....	3		Internal Pathology II.....	3	
Dissection I.....		6	Urology (Clinic).....		3
<i>Second Year</i>			Otorhinolaryngology (Clinic).....		3
Anatomy and Dissection II.....	6		Radiology (Clinic).....		3
Physiology.....	3		<i>Sixth Year</i>		
Histology.....	3		Materia Medica and Pharmacology.....	3	
Physiological Chemistry.....	3		Psychiatry (Clinic).....		3
Embryology.....	3		Gynecology.....		3
<i>Third Year</i>			Therapeutics I.....	3	
External Pathology I.....	3		Tropical Pathology.....	3	
General Pathology.....	3		Clinical Medicine I.....		3
Pathological Anatomy.....	3		<i>Seventh Year</i>		
Surgical Clinic I.....		3	Clinical Medicine II.....		3
Operative Techniques I.....		3	Therapeutics II.....	3	
<i>Fourth Year</i>			Ophthalmology (Clinic).....		3
Internal Pathology I.....	3		Legal Medicine and Toxicology.....	3	
External Pathology II.....	3		Professional Ethics and History of Medicine.....	3	
Surgical Clinic II.....		3	Pediatrics and Child Care.....	3	
Operative Techniques II.....		3	Pediatric Clinic.....		3
Bacteriology.....	3				

Table 7. Faculty of Physical and Mathematical Sciences

Course of study leading to the degree of Civil Engineer

Subject, by year	Hours per week	Subject by year	Hours per week
<i>First Year</i>		<i>Third Year—Continued</i>	
Applied and Commercial Arithmetic	5	Hydraulics	5
Elementary and Advanced Algebra	5	Electricity and its Applications	3
Plane and Solid Geometry	3	Elements of Mineralogy and Geology	3
Plane and Spheric Trigonometry	3	Mechanical Drawing	3
Physics (Mechanics, Hydrostatics and Heat)	3	<i>Fourth Year</i>	
English	3	Resistance of Materials	5
Linear and Free-hand Drawing	3	Structures	5
<i>Second Year</i>		Masonry and Concrete	3
Differential and Integral Calculus	5	Highways and Paving	3
Analytical Geometry	3	Hydromechanics	3
Topography and Hydrography	5	Architectonic Drawing	3
Physics (Optics, Acoustics, Electricity and Magnetism)	3	Railways	5
Legal Surveying	3	<i>Fifth Year</i>	
Descriptive Geometry	5	Bridges (Calculus and Engineering)	5
Topographical Drawing	3	Structures	5
<i>Third Year</i>		Sewage System	3
Analytical Mechanics	5	Political Economy	3
Advanced Topography and Practical Astronomy	5	Administration of Works	3
		City Planning, Airports and Port Construction	5

Table 8. Faculty of Physical and Mathematical Sciences

Course of study leading to the degree of Architect

Subject, by year	Hours per week	Subject, by year	Hours per week
<i>First Year</i>		<i>Third Year—Continued</i>	
Applied and Commercial Arithmetic	5	Hydraulics	5
Elementary and Advanced Algebra	5	Analytical Mechanics	5
Plane and Solid Geometry	3	Construction Drawing	3
Plane and Spheric Trigonometry	3	Electricity and its Applications	3
Physics (Mechanics, Hydrostatics and Heat)	3	<i>Fourth Year</i>	
English	3	Resistance of Materials	5
Linear and Free-hand Drawing	3	Structures	5
<i>Second Year</i>		Architectonic Design and Preliminary Sketching	5
Differential and Integral Calculus	5	Masonry and Concrete	3
Topography and Hydrography	5	Hydromechanics	3
Descriptive Geometry	5	Architectonic Drawing, Blue Prints, etc.	3
Analytical Geometry	5	<i>Fifth Year</i>	
Legal Surveying	3	Architectural Projects	5
Physics (Optics, Acoustics, Electricity and Magnetism)	3	Architectonic Design and Preliminary Sketching	5
Topographical Drawing	3	City Planning and Airports	5
<i>Third Year</i>		Structures	5
Architectonic Drawing, Perspective and Shadows	5	Sewage System	3
History of Architecture	5	Political Economy	3
		Administration of Works	3

Table 9. Faculty of Chemistry and Pharmacy

Course of study leading to the degree of Licenciado in Chemistry and Pharmacy

[Subject, by year]

First Year

History and Fundamental Principles of Chemistry
Deontology, Legislation and History of Pharmacy
Applied Physics
Mineral Chemistry I (Metaloids)
Pharmaceutical Botany
General Applied Zoology

Second Year

Mineral Chemistry II (Metals)
Organic Chemistry I (Silicic Series)
Analytical Qualitative Chemistry
Microscopic Botany and Vegetable Histology
Pharmaceutical Chemistry and Pharmacology I (Inorganic)
Galenic Pharmacy I (Fundamental Functions and Pharmaceutical Forms)

Third Year

Organic Chemistry II
Analytical Quantitative Chemistry
Parasitology
Biological Chemistry
Operative Pharmacy (French and North-American Pharmacopeia)
Chemical Pharmacy and Pharmacology II (Organic)

Fourth Year

Microbiology and Immunology
Pharmacognosy (Materia Pharmaceutical, Vegetable, Animal)
Criminologicals
Mineralogy and Hydraulics
Operative Pharmacy II
Hygiene and First Aid

Fifth Year

Applied Physics
Clinical Analysis
Operative Pharmacy III (Injectables)
Bromatology and Nutrition
Pharmaceutical Technology (Practice and Industrial Pharmacy)
Pharmaceutical Accounting

Laboratory Practice

3 hours daily for 3 years in Pharmacy
3 hours daily for 1 year in Clinical Laboratories
2 hours daily for 1 year in Industrial or Commercial Laboratories

For the degree of Doctor in Chemistry and Pharmacy the candidate must complete the following courses beyond the degree of Licenciado: Analyses and Organic Synthesis, Agricultural Chemistry and Geology, Metallurgical Essays, and Metalography.

Table 10. Faculty of Economic Sciences

Course of study leading to the degree of Licenciado in Economic Sciences

Subject, by year	Hours per week	Subject, by year	Hours per week
<i>First Year</i>		<i>Third Year</i>	
Economics I	4	International Economics (International Balance of Payments & Currency Convertibility)	3
Sociology	3	Statistics I (Graphs, Frequency Distribution, and Index numbers)	3
Mathematics for Economists (Algebra and Geometry)	3	Principles of Organization & Administration	3
Economic Geography	3	Labor Economics and Social Legislation	3
<i>One elective:</i>	3	<i>One elective:</i>	3
Accounting I		Banking Science and Techniques	
General Principles of Law		Industrial Economics	
English I		Agricultural Economics	
		English III	
<i>Second Year</i>		<i>Fourth Year</i>	
Economics II (Analysis of economic policies)	3	Public Finance	3
Money and Banking	3	Economic History and Doctrines	3
Mathematics for Economists II (Elements of Analytical Geometry and Calculus)	3	Statistics II	3
Law for Economists	3	National Economic Problems	3
<i>One elective:</i>	3	Thesis	
Accounting II			
Cooperatives			
English II			

Table 11. Faculty of Odontology

Course of study leading to the degree of Dentist

Subject, by year	Hours per week	Subject, by year	Hours per week
<i>First Year</i>		<i>Third Year—Continued</i>	
Human Anatomy	5	Complete and Partial Prosthesis (Clinical Techniques and Laboratory)	3
Dissection	6	Operative Dentistry (Clinical Techniques and Laboratory)	3
General Chemistry	3	Biochemistry	3
Anatomy and Oral Physiology	3	Pharmacology	3
Complete Prosthesis and Dental Materials	3	English	3
Histology and General Embryology	3		
Operative Dentistry and Dental Materials (Theory and Practice)	3		
Introduction to the Study of Dentistry	2		
English	2		
<i>Second Year</i>		<i>Fourth Year</i>	
General Pathology	3	Fixed Prosthesis (Clinical Techniques and Laboratory)	3
Oral Histology	2	Complete and Partial Prosthesis	3
Bacteriology	3	Operative Clinics	2
Physiology	3	Orthodontia	2
Operative Dentistry (Preclinic Techniques)	3	Dental Surgery	2
Complete and Partial Prosthesis	3	Pedodontia	3
Fixed Prosthesis (Preclinic Techniques, continuation)	3	General Anesthetics	3
English	2	Radiology	2
Human Anatomy	5	English	3
Dissection	6		
<i>Third Year</i>		<i>Fifth Year</i>	
Oral Pathology	3	Fixed Prosthesis (Clinics)	3
Operative Medicine and General Anesthetics	3	Complete Prosthesis (Clinics)	3
Radiology	2	Partial Prosthesis (Clinics)	3
Diagnosis and Oral Medicine	2	Operative Clinics	3
Fixed Prosthesis (Clinical Techniques and Laboratory)	3	Study of Cancer	1
		Economics, Ethics and Dental Jurisprudence	2
		Oral Surgery and Anesthetics	3
		Oral Medicine	3
		English	2

Table 12. National School of Arts and Trades

Courses of study of vocational or trade schools for boys

[Subject, by year]

MECHANICS AND ELECTRICITY*First Year*

Spanish
 Practical Arithmetic
 Geometric and Practical Drawing
 Penmanship

Second Year

Practical Arithmetic and Elements of Algebra
 Plane and Solid Geometry
 Elements of Applied Physics and Geometry
 Practical Drawing (isometric and orthographic projection)

Third Year

Elements of Industrial Mechanics (kinematics, dynamics and statistics; machine tool theory)

Fourth Year

Internal combustion engines
 Generators and electrical motors
 Hydraulic and air engines
 Projects; estimating and descriptive writing
 Practical subjects: Shop work (mechanics, electricity and plumbing)

METAL WORK AND FOUNDRY*First Year*

Spanish
 Practical Arithmetic
 Geometrical and Practical Drawing
 Penmanship

Second Year

Practical Arithmetic and Elements of Algebra
 Plane and Solid Geometry
 Elements of Applied Physics and Chemistry
 Practical Drawing (isometric and orthographic projection)

Third Year

Elements of Industrial Mechanics (iron and steel work)
 Practical Metallurgy
 Pattern-Making and Foundry
 Mechanical Drawing

Fourth Year

Strength of Materials (iron and steel)
 Alloys and Soldering
 Sheet-metal
 Arithmetic drawing
 Projects (estimating and descriptive writing)
 Practical subjects: Shop work in blacksmithing, foundry, sheet-metal and soldering

Table 12. National School of Arts and Trades—Continued**CARPENTRY***First Year*

Spanish
 Practical Arithmetic
 Geometric and Practical Drawing
 Penmanship

Second Year

Practical Arithmetic and Elements of Algebra
 Plane and Solid Geometry
 Wood Carpentry
 Practical Drawing (isometric and orthographic projection)

Third Year

Industrial mechanics (wood structures)
 Strength of materials (wood structures)
 Drawing and Decoration and Modeling
 Projects, estimating and descriptive writing
 Practical subjects: Shop work in carpentry and cabinetmaking

Each class is assigned 5 hours a week in all sections. The school year lasts from July till the last day of April. May and June are vacation months. The students receive at the end of their studies a diploma of the specialization studied.

Table 13. Modern Vocational Agricultural School at Catacamas

[Subject, by year]

3-YEAR COURSE OF STUDY*First Year*

Elementary Horticulture
 Orientation in Livestock
 Spanish Grammar
 Biology

Orientation in Agronomy
 Agricultural Mathematics
 English
 Hygiene

Second Year

Horticulture
 Large Livestock
 Agricultural Physics and Chemistry
 Agronomy
 Agricultural Mathematics

Small Livestock
 Spanish Grammar
 English
 Hygiene
 Agriculture

Third Year

Forestry
 Veterinary Practices
 Rural Industries
 Processing of Animal Products
 Hygiene

Rural Administration
 Agricultural Engineering
 Social Studies
 Aviculture
 English

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